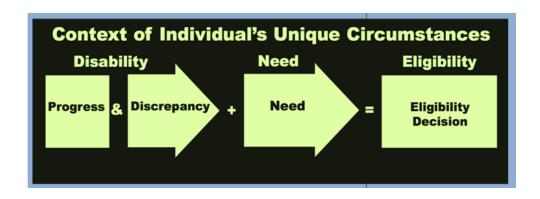
Iowa Speech-Language Pathology Support Services Eligibility and Exit Guidance Document



The IEP team should consider if the student demonstrates a communication concern that negatively impacts a student's ability to benefit from the educational process in <u>all three</u> areas: rate of progress, discrepancy from peers or standard and instructional need.

This is an optional form for SLPs to use to collect information for the mandatory EER form

2009

Iowa Speech-Language Pathology (SLP) Special Education Support Services Eligibility Questions

Birthdate:	Building:	Date:
y affects a child's edu- ild with a disability ar on concern that negati and discrepancy fron altiple sources of data	cational performance. 28141.3 and for determining an appropriatively impacts his/her ability to be peers or standard. In addition a	304(2) b. Not use any single measure or assessmen e educational program for the child. The IEP team enefit from the educational process. A student must a student must demonstrate an educational need by
ported by Data		Evidence/Comments
ty? (completed within 6 n making (GEI, FI nat need to be implated address the comm	Calendar days) E and or I Plan) indicates demented in the student's unication concern.	List student data from instructional decision making plan that indicates a disability and need for service in the areas of: rate of progress, discrepancy from peers or standard and instructional need. Progress Monitoring Data: Accommodations: Modifications:
ROGRESS		COMMENTS
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DISCREPANCY FROM PEERS/STANDARDS

COMMENTS

3. Is the student's communication behavior meaningful and reliably different when compared with Iowa Core Curriculum "thresholds", developmental norms and/or peer standards? Observation of and comparison to other students indicate a significant difference in communication skills. There is a significant discrepancy from peers in the classroom, hall or playground. Parents and teachers report significant differences. Two or more phonemic errors and/or phonological processes not expected at the child's age or developmental level. Intelligibility is significantly impaired. Communication concern is readily evident even without having the teacher/parent bring it to your attention. The student has not received previous services for the same concern. Student thas not received previous services for the same concern. Student demonstrates embarrassment and/or frustration regarding communication concern. Student demonstrates embarrassment and/or frustration regarding communication concern of behavior is not attention seeking. Parents voice communication concern and its adverse effect on the child and family. Still developmentally appropriate/consistent with classroom, home, or community expectations to work on the targeted communication skill? Communication skill is not consistent with developmental norms. The communication concern is present in the student's native language. The communication concern is not a result of dialectical differences or from learning English as a second language.	_			COMMISSION
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learning English as a second language.			The communication concern is not a result of dialectical differences or from	
			learning English as a second language.	

INSTRUCTIONAL NEED

COMMENTS

6.	Is t	here potential for change in the communication skill at this time?	List the areas for potential change if service is provided:
		The student corrects communication error spontaneously.	
		The student corrects error in response to being given a cue or an appropriate	
		model to imitate.	
		Other variables (i.e., sensory or physical) which interfere with the attainment	
		of communication skills are not present.	
		There is the likelihood that this student will not improve without speech-	
		language services.	
		There is no evidence to suggest that the child will develop the	
		communication skill at his/her own predictable rate without services.	
		The student is motivated to work on communication concern.	
7.		e speech-language services the only support available to meet the	List other potential service supports for student's
7.		e speech-language services the <u>only support</u> available to meet the dent's communication needs?	List other potential service supports for student's communication concern:
7.			
7.		dent's communication needs?	
7.		dent's communication needs? The child's present educational placement does not provide the necessary	
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7.		dent's communication needs? The child's present educational placement does not provide the necessary instruction for the communication need. Attempts to enlist the help of parents through an ongoing home program have been made. The student is not receiving services from other school personnel where that provider can work on the communication concern with consultation from	
7.		dent's communication needs? The child's present educational placement does not provide the necessary instruction for the communication need. Attempts to enlist the help of parents through an ongoing home program have been made. The student is not receiving services from other school personnel where that	

This is an optional form for SLPs to use to collect information for the mandatory EER form.

^{*}Accommodation: A support or service provided to help a student access the general education curriculum to facilitate learning. A change made to the <u>teaching or testing procedures</u> in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. (How I teach.)

^{*} **Modification:** A change made to the content and performance expectations in what the student is expected to learn and/ or demonstrate.

ADDITIONAL INFORMATION	

REFERENCES

American Speech-Language-Hearing Association. (1999). IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *Developing educationally relevant IEPs: A technical assistance document for speechlanguage pathologists*. Reston, VA: Author.

Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools (1997). A Training and Resource Manual for the Implementation of State Eligibility Criteria for the Speech and Language Impaired.

Kathleen A. Whitmire, Director of Schools Services, American Speech-Language-Hearing Association. *Provisions of Speech-Language Services in the Schools: Working With the Law* (2002).

Iowa Administrative Rules of Special Education (2007).

U.S. Congress (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446.

Iowa Speech-Language Pathology Support Services Exit Guidance

Reevaluation is required 281—41.303(256B, 34CFR300) to determine that a child no longer requires special education services. Reevaluation should include current student performance data and IEP progress data. Exit decisions must be individualized based on developmental norms, progress data, assessment information, educational need and the current best practices as determined by the IEP team. The IEP team may **choose one or more** of the following conditions as reason for discontinuation of speech-language services. It is important that the IEP process drive decisions regarding speech-language pathology (SLP) services. These decisions must be made on a case-by-case basis determined by the rate of progress, discrepancy from peers/standards, instructional need of the student and the IEP process.

Check Boxes Supported by Data:

Rate of Progress

The student has met all speech-language goals and data indicates no additional needs. The IEP team determines that the child can make progress in general education without the support of SLP services.
The student no longer requires special education (speech services) because his or her needs can be met in the general/special
education environments without speech support. Given current medical, dental, neurological, physical, emotional, and/or developmental factors, the student's speech-language
performance is within his/her expected performance range and maximum compensatory skills have been achieved and
documented on the IEP.
The student has made minimal or no measurable progress and there has been a lengthy plateau. During this time, program modifications, varied approaches, and/or colleague consultations have been attempted and documented. Lack of progress is specified and documented on the IEP.
Limited carry-over, self-monitoring or generalization has been documented in one or more environments. Limited progress is documented on the IEP.
Data indicates that the student does not demonstrate the potential for change as documented in IEP progress reports.

Discrepancy from Peers/Standards

Data indicates that the speech and/or language concern no longer exists as documented on the IEP.
Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and
social functioning and is documented on the IEP.
Data indicates the student is more independent and less discrepant from peers as measured on the IEP Results, Section C, of the
current IEP and is ready for reintegration into the general education classroom.
The student's communication skills are functional and effective within the student's current classroom or environment as
documented on the IEP.

Exit Considerations Continued:

Instructional Need

The student is unwilling or unmotivated to participate in treatment, attendance has been limited and/or participation precludes
progress through therapeutic intervention. Attendance record over a period of time with attempts to improve attendance and
participation are documented on the IEP.
Parent/legal guardian of student requests that speech-language services be discontinued (consider free appropriate public
education, FAPE).
Carryover goals can be met through the efforts of teachers and other professionals as documented on the IEP.
Data indicates that with modifications and/or alternative methods of responding to academic/social tasks the student performs
satisfactorily within the general education environment.

REFERENCES

American Speech-Language-Hearing Association. (1999). IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). developing educationally relevant IEPs: A technical assistance document for speech-language pathologists. Reston, VA: Author.

Iowa Administrative Rules of Special Education (2007)

Iowa Special Education Eligibility Document (2006)

U.S. Congress. (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446

Speech-Language Pathology Services, Iowa Department of Education 2009.